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ABSTRACT

This public relations unit is one of a series of guides developed to aid school administrators and teachers in understanding and creating an environment that will allow students equal educational opportunities. Part of such awareness is knowing about the availability of courses and activities offered, as well as informing parents and potential employers about student success stories. The guide provides suggestions and examples of ways to work with the local media and the local advisory council, and encourages each school district to develop a public information plan in order to create a positive image. The five sections of the guide contain information on evaluating the present public relations program, preparing a public relations calendar, planning the program, publicity and activities to be carried out in the school and in the community, and using an advisory council. Activities suggested include creating brochures and news releases, conducting career fairs, setting up bulletin boards, leading tours of vocational facilities, producing plays and pageants, holding workshops and open houses, and using radio and television to create a favorable image of vocational education offerings. Samples of articles, news releases, posters, and brochures are included in the booklets. (KC)

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PUBLIC RELATIONS GUIDE

Sex Equity in Vocational Education

Compiled by
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Preface

The Public Relations unit is one of a series of guides developed to aid school administrators and teachers in understanding and creating an environment that would allow students equal educational opportunities. Part of the awarness is knowing about the availability of courses and activities offered, as well as informing parents and potential employers about student success stories.

The guide was developed to provide suggestions and examples of ways to work with the local media as well as the local advisory council. Each school district is encouraged to develop a public information plan in order to create a positive image.

Each second we live in a new and unique moment of the universe, a moment that never was before and will never be again. And what do we teach our children in school? We teach them that 2 + 2 = 4, and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: 'Do you know what you are? You are a marvel. You are unique. In all of the world there is no other child exactly like you. In the millions of years that have passed there has never been another child like you. . . Yes, you are a marvel. When you grow up can you then harm another who is, like you, a marvel? You must cherish one another. You must work--we all must work--to make this world worthy of its children.'

--Pablo Casals

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INTRODUCTION

The reduction of sex-role stereotyping is not a one-time special effort made by vocational educators alone. Rather, it is a broad-based endeavor that extends over time and involves the coordination of efforts that range from the classroom to the community. If students are to enroll in and successfully complete vocational training programs nontraditional to their sex, they must have the support of their families, peers, counselors, leaders, and the community at large. To be supportive, each of these groups must understand how sex bias and sex-role stereotyping affect people.

Basic components of a program to reduce sex-role stereotyping by recruiting students into nontraditional programs include:

- Recognition by students that they have access to a full range of occupational fields and vocational education programs.
- Integration of recruitment efforts as a function of vocational education.
- Involvement of both vocational and general educators.
- Realization by vocational educators of both the direct and indirect role they play in increasing student enrollment in nontraditional programs.
- Coordination of people, information, and activities in the school and community.[1]

[1]**Sourcebook for Equal Goals in Occupation** (Honolulu: Hawaii State Department of Education, 1978), p. 43.

A Broadbased Effort*

Determining the kinds of information and activities that are necessary is a task that must be performed by individual school systems. In simple terms, the task involves answering a very basic question: What do all students need to know or understand in order to make a sound decision concerning enrollment in a nontraditional vocational program? The question may be posed another way: What must we do to ensure that all students recognize that all opportunities in the labor market exist for them as individuals?

In answering these questions, consideration should be given to students' needs for the following kinds of information:

- Current and future opportunities and earnings across all occupational fields in the labor market.
- Reasons to consider nontraditional occupational fields.
- Problems to be overcome in pursuit of nontraditional occupations.
- Vocational preparation needed, and available, in nontraditional fields.

When we present vocational education programs to students, we are, in effect, presenting them with a "means to an end." We are presenting them with the means to enter, and progress on, the career path of their choice.

Counselors, librarians, peers, and student organizations can contribute greatly to the presentation of information, as can all school personnel.

Vocational educators have always known that community support and involvement are essential to a successful program. Obviously, if such an effort is to be consistent, it must extend beyond the walls of the school.

Parents must receive a great deal of attention. They can be made aware through materials sent directly to the home; through presentations at orientation meetings held at the beginning of each school year; through presentations at PTA and other meetings; and through consultations with administrations, teachers, and counselors.

Business and industry have a major role to play in reinforcing the credibility of any program for nontraditional vocational fields.

Community organizations can serve to publicize and promote programs and can help to create awareness and acceptance of the concepts of equal opportunity.

The value of **media** support is obvious. Few members of a community are not reached every day by television, radio, and newspapers. Positive media coverage increases the chances for awareness and acceptance. A program may be approached as "news" or as "public service."

Our goal is equality of opportunity in vocational education and employment for all students.

The following material includes information for evaluating your present public relations program, suggestions for planning a program, activities for use in the school, ways to present your information to the community, and a reminder to use the advisory council effectively.

*Adapted from: Ellis Associates, **Expanding Nontraditional Opportunities in Vocational Education** (College Park, MD: Ellis Associates, 1977), pp. 33, 43, 47-49, 51-55.

EVALUATING YOUR PUBLIC RELATIONS PROGRAM*

"How am I doing?" Evaluation will help you do a better job. Careful examination and redirection will help you keep your public relations in step with changes.

Start with the following check list. It will help you get started toward an answer to your question.

	Yes	No
1. Are my school public relations activities balanced?	_____	_____
2. Do I really know my community?	_____	_____
3. Are my public relations activities consistent with local needs	_____	_____
4. Are the objectives of my program clear?	_____	_____
5. Do I systematically check up on results?	_____	_____
6. Are my public relations activities planned?	_____	_____
7. Does anyone share in the planning?	_____	_____
8. Am I really public relations conscious?	_____	_____
9. Are my students public relations conscious?	_____	_____
10. Are public relations activities coordinated?	_____	_____
11. Do I make the most of my public relations talent?	_____	_____
12. Do I keep channels of communications open?	_____	_____
13. Am I alert to new ways of telling my story to the public?	_____	_____
14. Are my public relations activities flexible?	_____	_____
15. Do I work well with others in my profession?	_____	_____
16. Do I work closely with members of other agencies?	_____	_____
17. Do I personally visit a large number of people?	_____	_____
18. Do I work closely with administrators and teachers?	_____	_____
19. Does my public relations program attempt to acquaint the community with the total program of vocational teachers?	_____	_____
20. Do I do a good job of distributing public relations activities through many media?	_____	_____

*Adapted from: Emil S. McCarty, et al., **Public Relations for Teachers of Vocational Agriculture** (State College, MS: Agricultural Education Department, Mississippi State University, 1960), pp. 75-76.

PREPARING A PUBLIC RELATIONS CALENDAR[2]

There is no substitute for systematic planning for public relations activities. Just as business has a calendar for the year, you must set up a continuing schedule of work. You cannot build good public relations by a splurge of publicity once or twice a year. Messages about your program must flow continuously. Contacts must be frequent, timed to keep your program in the public eye.

Well-laid plans in a program of public relations mean to you what blueprints mean to the builder. If you are to be successful in your program of public relations, it will be necessary for you to plan ahead - lest your good intentions "fall by the way side." Then develop your plans on a calendar basis for the year. Summer is the appropriate season for making plans for the year ahead.

Use separate pages for each month - more than one page will be necessary for some months. Divide the page vertically with the item or activity to be accomplished listed in the first column, and the way that you plan to accomplish this particular item in the right column. The following guide is presented here for your consideration. Use it as a guide and develop your own.

[2]McCarty, Emil S., et al., **Public Relations for Teachers of Vocational Agriculture** (State College, MS: Agricultural Education Department, Mississippi State University, 1960), pp. 14.

A PLANNING GUIDE[3]

	Name of Person Responsible	Target Date	Date Done
Plan for **in-school** information and publicity			
Plan for **community** information and publicity			

[3]Amanda J. Smith, **New Pioneers: The North Carolina Program to Expand Sex Roles in Elementary and Secondary Education** (Raleigh, North Carolina: North Carolina Department of Public Instruction, 1978), p. 231.

PUBLICITY AND ACTIVITIES

Your public relations will include the ways you choose to present your program to the public. Your readers and listeners have needs that you can meet, and you have information to share. When the public is motivated, changes occur.

IN-SCHOOL

The following list offers suggestions for some opportunities and activities.

1. Assure that all **course descriptions** clearly state that the program is open to both boys and girls, or use "she" or "he" in describing students.
2. Make **public announcements** and post notices that both males and females are not only allowed but welcomed in every course.
3. Identify and use **guidance materials** that treat women and men nonstereotypically.
4. Develop a **list of reasons** why each subject area might be attractive to the pioneering sex.
5. Develop a list of **possible questions** about mixing classes that might be raised with suggestions of how to answer the questions.
6. Develop a file of **pioneering people** in all occupations from newspaper clippings and local individuals to act as resource people and role models.
7. Invite teachers who have already had **pioneering students** to share their experiences.[4]

Detailed plans follow for designing a brochure, planning a tour, planning a fair, preparing bulletin boards and presenting an auditorium program.

[4]Ibid, pp. 173-174.

DESIGNING A VOCATIONAL EDUCATION BROCHURE[5]

PURPOSE: To develop an attractive and accurate vocational education brochure.

Most vocational education material designed for student use is less than interesting. It is packaged in unexciting ways and the content is often so cut and dry that the student is bored before completing the first task. If vocational programs are to attract good students, it is extremely important that the students' first encounter with vocational education is a positive one. Usually, this first encounter with vocational education is in the counselor's office. There the student is handed several mimeographed pages that detail the vocational offerings within the school and/or school district. These descriptions often include the requirements for enrolling in the course such as age, grade point average, parental permission, job skills learned in the training program, entry level jobs available to the student upon satisfactory completion of the vocational course and beginning salary schedules. Although the information is usually very accurate, it is also usually very unimaginative in both concept and package. No two programs are described in similar manner.

With very little time or money but lots of cooperation from all of the vocational teachers, an attractive and accurate brochure can be developed for use by all of the counseling staff as well as the vocational teachers in a school or an entire school district. Not only will such a brochure be useful to students, it will also be extremely helpful to the school administration when trying to explain different school programs to parents. Parents will find such a brochure gives them a capsulized look into vocational education and will help them help their child make a more informed decision on whether or not to enroll in a vocational program while in high school. Such a brochure can be used as a mailout to incoming students so they can start planning well in advance for the course they may want to take while in high school.

SPONSOR: Counselor, Vocational Teacher/Department, or School Administrator.

METHODOLOGY: How do you go about creating such a masterful borchure? It's really very easy.

Step 1: Figure out how much money you have to work with. This will determine if the brochure is to be printed or mimeographed.

Step 2: Compile a list of all vocational programs that students may take at the high school or at a trade school operated by the school district.

Step 3: Ask each vocational teacher to write a brief summary of his/her course. The summary should include the following information:

- name of course,
- skills taught,
- length of training program if different from all others,
- beginning pay scales for student completing the training, and
- types of jobs a student is qualified for after completion of the vocational program.

Give all teachers a specific time limit in which to write the summary, e.g., one week. If the program is not taught on your particular campus, it will be necessary to get the needed information from the teacher or counselor on the other campus who does teach the course. The information should be obtainable over the telephone.

[5]Fredell Bergstrom and Joseph E. Champagne, **EVE, Equal Vocational Education** (Houston, Texas: University of Houston, The Center for Human Resources, 1976), pp. 4-6.

Do not include the name of teachers or other specific details that will make the brochure obsolete within a year. Be sure to make it clear that all qualified students, girls as well as boys, may enroll in any vocational program.

Someone must also write an introductory paragraph that explains vocational education in general, requirements for enrollment in a vocational course and any other pertinent information common to all vocational courses.

Step 4: With the aid of the vocational office program, the information gathered on each program can be typed in a uniform fashion to be used in the brochure. The normal size of each panel in the brochure is 4" × 9" with quarter inch margins on each side of the panel. Top and bottom margins may vary with content but it is advisable to leave at least a half-inch top margin. The number of panels will be determined by the amount of space needed to comfortably accommodate summaries of each of the vocational offerings. If possible, the person typing the brochure will right justify the print so that it appears to be typeset.

Step 5: Find someone who is artistically inclined or find an art teacher who is willing to take your brochure as a class project. Having located this person, explain your dilemma: you have a brochure, but no cover for it. What you need is a non-sexist, clever drawing of some sort that will catch the eye of the student as well as the parent so that they will want to look inside to see what the brochure has to say. Due to the cost of printing colors, it is advisable that your art work be in black and white.

Step 6: Put the brochure together for printing. The cover should be the first panel, followed by the introductory paragraph and then the body of the brochure. The final two panels should contain a detachable form for students to complete when they want more information and a blank panel for mailing purposes should you decide to mail the brochure to students, parents, etc. Remember to take into account the folding when laying out the brochure.

Step 7: **If you are going to mimeograph the brochure**, you must transfer all your information to stencil. This includes the narrative as well as any art work such as the cover. Once you have transferred everything for stencil, proofread it for typographical errors. Once all corrections have been made, you are ready to run off the brochure. Try to run the brochure as neatly as is possible and use both front and back of the paper to avoid stapling and to insure a brochure-like effect.

If you are able to have the brochure printed, take it to the print shop and show them how it is to be printed. Glossy white paper is always more desirable as it catches the eye of the reader. One thousand copies of a black and white brochure should cost you less than $100 and two thousand are only slightly more expensive. The first brochure is the expensive one; all others are extremely cheap to run off. Have as many copies printed as you can possibly afford; they are well worth the initial investment. You will see that they are very popular because they are one of the best looking brochures to be had anywhere in the school. Have enough printed so that you do not have to ration them. You will be able to use them in countless places and on countless occasions.

Step 8: Distribute the brochures to all the appropriate offices within your school and send them to civic groups and churches in your community to let them know what is happening in vocational education in your school. People enjoy being kept up to date on non-controversial issues such as vocational courses offered in the high schools.

Two brochures have been included to give you some ideas as to how to put one together and how they can look when properly planned. Neither was done at any great cost and the benefits derived from each have certainly outweighed the cost to print them. See pocket inside back cover.

TOUR OF VOCATIONAL CLASSROOMS[6]

PURPOSE: To familiarize students with the vocational facilities and programs offered in high school.

SPONSOR: Counselors, Vocational Education Department

TIME: One class period per tour

PLACE: School and/or district vocational facilities

MATERIALS NEEDED: Brochure that will describe those courses that are offered in your school and school district (see Designing a Brochure).

METHODOLGY:

A program will be prepared by the sponsor for presentation to as many 10th graders as possible (see Special Instructions). This program should be presented to the students in relatively small groups. Each group will spend one class period on the tour.

Organization: Organization is the key to a successful tour of the vocational facilities. It will be extremely important for all of the participants to know ahead of time what their role will be.

Subject Matter Teachers: The person(s) coordinating the tour should be very careful to arrange the tour schedule with the subject matter teacher whose students will be involved. This teacher should also be given written material describing the vocational programs offered by the school and school district and should be given an opportunity to ask questions of the vocational counselors and vocational teachers. It is quite possible that these teachers are not familiar with the vocational programs and a brief meeting of all teachers to explain the programs and answer their questions could be very beneficial to all.

Vocational Teachers: The tour of the vocational facilities by potential vocational students is a very opportune time for vocational teachers to explain their programs, the job skills learned as well as entry level positions, to students and teachers. The vocational teachers should provide the other participating teachers with information concerning their particular program and student requirements for enrolling in the course.

Vocational Students: These students can serve as guides within the vocational classroom, explaining the course work, the machinery, the potential jobs that open up as a result of vocational training, their own experience in the vocational program, and answer any questions the visiting students might have. The vocational students in the various classrooms should continue with their regular training while other students are touring their classroom so that the touring students can actually see training in progress. One student from each vocational class could be assigned to each participating academic teacher to act as a guide for the students in that particular class. All student tour guides should be briefed by the overall tour coordinator and taught how to conduct the tour. These students should also be given additional information that most probably will be the subject of student questions.

[6]Ibid, pp. 8-11

Academic Students:

These students should be given written information concerning all vocational programs offered by the school and school district prior to the tour. The tour should be explained to them in terms of additional programs offered to them free, while they are in high school and in terms of job potential. They should be informed of any requirements that are necessary for enrollment in the vocational programs. They should be given an opportunity to ask questions of the vocational teachers and students and/or programs. It is very important that these students be given the name and location of one person (probably a counselor) whom they can go to for more information concerning a particular vocational course.

Scheduling

If your school has a large number of vocational programs, it may not be possible for every student to visit every vocational classroom. It may be necessary to arrange the schedule in such a manner that the students visit a sample of the programs. If there are no programs on your school campus, it may be necessary to arrange for transportation to take the students to the area vocational facilities. Do not conduct vocational tours on Monday or Friday due to higher student absenteeism on these two days.

The schedule, once approved by the school administration and all teachers involved, should be written and duplicated for distribution to all cooperating personnel. The schedule should be accompanied by a sample of the written materials (brochures, if possible) to be distributed to the students. All pertinent information, including room numbers, should be on the schedule. The following panel is a sample schedule.

VOCATIONAL CLASSROOM TOUR
Sam Houston High School
Tuesday, September 12, 1976

	Smith Rm. 104	Meyer Rm. 310	Adams Rm. 001	Ming Rm. 207
1	Auto Mechanics (Rm. 005) Metals (009) Cosmetology (011) Distributive Education (DE) (112)	Voc. Home Eco. (110) Plumbing (007) Radio & TV Repair (006) Voc. Off. Ed. (114)	Voc. Off. Ed. (114) DE (112) Auto Mechanics (005) Metals (009)	Cosmetology (011) Radio & TV Repair (006) Plumbing (007) Voc. Home Eco. (110)
2	Same	Same	Same	Same
3	LUNCH			
4	Same	Same	Same	Same

Tour

The presentation should be conducted as follows:

1. Introduction by a student tour guide. This would last approximately five minutes and would begin with the student giving a brief summary of vocational education. The student guide will hand out materials and briefly overview the vocational offerings at the school. Finally, she/he will take the students to the first vocational classroom.

2. Open house will be held for the students in all vocational areas. Each open house should last no more than 10 minutes and should consist of a vocational student introducing the teacher, showing the group around the classroom, and discussing what is learned in class and opportunities available after completion of the program. Hopefully, the student, with teacher assistance, will have prepared some visual display for each area. The student guide will then take the group to the next classroom. The content of each session will be determined largely by the vocational teacher involved. It is not anticipated that the tours should disrupt the work of other students in the vocational classroom. At the end of the last open house, students will be escorted back to their classroom. At this time, students desirous of more information may complete a form at the back of the brochure and turn it in to the student guide. In turn, the student guide then forwards these requests to the counselor's office.

3. Since it will be impossible for every student to visit every vocational classroom in one class period, perhaps a time could be set aside--lunch period, before or after school--for students to visit any area of interest they wish. Students should be encouraged to visit areas they missed earlier or to re-visit areas of interest.

TIME SCHEDULE:

4 weeks prior

Obtain information on scheduling of academic classes and vocational classes, including class times and enrollment
Meet with school administration to schedule the activity
Meet with academic and vocational teachers to elicit their support of the program and to find out if there are any serious scheduling problems

3 weeks prior

Forward general schedule information to all participating teachers
Have vocational teachers select student guides from their classes

2 weeks prior

Work with student guides on their individual presentations
Make sure you have enough brochures

1 week prior

Distribute exact tour schedules and sample of written materials
If possible, meet with vocational teachers to go over tour details

One day before

Meet with all student guides to review their tour responsibilities
Distribute vocational education brochures to classrooms of participating academic teachers

Day of tour

Announce day's special activity during the morning announcements
Monitor the tour to assure smooth sailing

SPECIAL INSTRUCTIONS:

This tour should be given to all students at least one year prior to the time they are eligible for enrollment in vocational courses. For example, if vocational courses are open to students in the 11th and 12th grades, the 10th grade students are the ones who should be taken on a tour of the vocational facilities. In this way, they will have plenty of time to make all of the necessary plans for enrolling in a vocational course for the following year. If students are allowed to take a vocational course during the 10th grade, then arrangements should be made with feeder junior high schools so that the 9th grade students are taken on the tour.

In order to assure that all students in the appropriate grade level are taken on the tour of the vocational facilities, select one course that is mandatory for all students at that particular grade level, i.e., sophomore English, and work with these teachers to arrange a schedule so that as many students as possible are taken on the tour. This schedule should be worked out well in advance of the actual tour in order to avoid scheduling problems. The schedule should be coordinated with the vocational teachers and academic teachers who will be giving up their classroom time so that the students may go on the tour.

CAREER FAIR[7]

PURPOSE: To introduce all students and faculty to job training opportunities available to all high school students.

SPONSOR: Vocational Education Department

TIME: One entire day

PLACE: Main Cafeteria

METHODOLOGY:

1. The fair sponsor (probably the Chairperson of the Vocational Department) should call a meeting of all vocational teachers. This organizational meeting will be the only large meeting necessary for the coordination of the Career Fair.

2. Each of the following tasks should be assigned to one person or committee who will be responsible for its successful completion.

   Booth Layout - The person assigned to this task will need to draw a diagram of the area in whch the Career Fair is to take place. If the Fair is to take place in the cafeteria, it is easy to arrange necessary booths around the perimeter of the room. If additional space is needed, booths can be set up in the rear or wherever there is room. A booth need consist of nothing more than one table per vocational course. When space allows, more tables can be utilized by the different programs. It is the responsibility of the "Booth Person" to assure equitable use of the available space by all participating programs. The layout of the booths should be accomplished well in advance of the day of the Fair and should be distributed to all teachers. The booth layout should include the labeling of each booth on the map so that teachers will know where their booth is located. The dimensions of the booths should also be printed on the diagram, as well as the location of electrical outlets. Electrical outlets will be useful to those teachers who opt to have a student demonstration at their booth.

   Banners - The person responsible for the banners will need to secure tempra paint, several paint brushes, and paper to paint large signs for the identification of each program. However the person chooses to get the painting accomplished, the results are much better if all banners are uniform in size and message. Teachers of the various vocational programs should be asked at least three weeks in advance for the accurate name of their booth and for a miniature from which a large sign might be made. It may be that each class is responsible for their own banner, in which case all the "Banner Person" need do is distribute the form each banner is to follow and distribute the material to be used in making the banners.

   Door Prizes - The person responsible for door prizes will need to work closely with each vocational teacher who in turn should be working very closely with his/her class to determine a door prize that is appropriate for their particular course. The door prize should be a service or a product that is being learned or produced by the vocational class itself. For example, an auto mechanics program could offer a free lubrication; a metals class could make a barbecue pit; a cosmetology class could give away a manicure and/or haircut; a vocational office program could raffle off the typing of a term paper or report of some sort. The items are limitless, and tend to make the Fair more exciting. The "Door Prize Person" will also be responsible for developing and distributing a registration form to be filled in by students and teachers attending the

[7]Ibid, pp. 12-15.

Career Fair. The form should include: name, grade, and homeroom teacher. By filling in registration forms at each booth, everyone has numerous chances to win a door prize. This person will also need to make sure that each booth is equipped with a container for the completed registration form. At the end of the day and the conclusion of the Career Fair, each course teacher will inform the "Door Prize Person" of the winner of their particular prize. This person will then record the information and make sure the winners are announced the following morning over the school public address system. Arrangements for securing the prizes should also be announced. The simplest way of disbursing the door prizes is to have the winners collect their prizes from the appropriate vocational teacher.

Scheduling - This Fair should be held annually for all students one year prior to the time they are eligible for enrollment in vocational courses. For example, if vocational courses are open to students in the 11th and 12th grades, the 10th grade students are the ones who should attend the Fair. If students are allowed to take a vocational course during the 10th grade, then arrangements should be made with feeder junior high schools so that the 9th grade students attend the Fair.

In order to assure that all students in the appropriate grade level attend the Career Fair, the person responsible for scheduling should select one course that is mandatory for all students at that particular grade level, e.g., sophomore English, and work with these teachers to arrange a schedule so that all students are taken to the Career Fair. This schedule should be worked out well in advance of the actual fair in order to avoid scheduling problems. The schedule should be coordinated with the vocational teachers and academic teachers who will be giving up classroom time so that the students may attend the Fair.

Sample Schedule

CAREER FAIR
November 1, 1977

Teacher	1st Period 8:10-9:30	2nd Period 9:35-11:00	3rd Period 11:00-1:00	4th Period 1:00-2:20
Adams	8:15-8:35	9:40-10:10		1:05-1:35
Jones	8:15-8:35	9:40-10:10	L	1:05-1:35
Leak	8:35-9:00	10:00-10:30	U	1:30-2:00
Miller	8:35-9:00	10:00-10:30	N	1:30-2:00
Murphy	9:00-9:30	10:25-10:55	C	1:55-2:15
Smith	9:00-9:30	10:25-10:55	H	1:55-2:15

Publicity

If your school does not already have a relatively recent, accurate and attractive brochure that describes all of the vocational programs offered to your students, now is the time to produce one and pass it out to all students and teachers attending the Career Fair (see page 7 of this manual). Attach an invitation to the Career Fair to the brochures being distributed to participating teachers.

A huge graphic bulletin board can also serve as an invitation to the entire school. The bulletin board(s) can announce the upcoming event in such an inviting manner that people are actually anxious to attent the Fair. Scaled drawings of two bulletin boards are also included in this section. Bulletin boards are most effective if they are put up approximately two weeks before the Fair is to take place.

TIME SECHEDULE:

4 weeks before

Secure administrative approval
Hold organizational meeting of vocational teachers
Write and print a brochure explaining vocational education courses

3 weeks before

Develop schedule for student participation in Career Fair
Secure materials for making banners
Begin making classroom door prizes
Begin making banners for booths
Diagram layout and assign space for booths in the Fair

2 weeks before

Put up large bulletin boards announcing the Career Fair
Continue making banners
Continue making door prizes
Print up registration forms (at least one person per booth for each person expected to attend the Career Fair)

1 week before

Distribute schedule to appropriate teachers
Complete the banners
Complete the door prizes
Distribute booth diagram with assigned booths marked
Print invitiations to be distributed with a brochure to each teacher

One day before

Place invitations in teachers' mailboxes
After school, set up area where Fair is to take place: bring in needed demonstration equipment, tools, displays, hang banners, exhibit door prizes, etc.

Day of Career Fair

Announce the Fair during the morning announcements and invite everyone to attend during their lunch period
Remind participating teachers that the schedule is to be followed as closely as possible to insure as many students attend the Fair as is possible

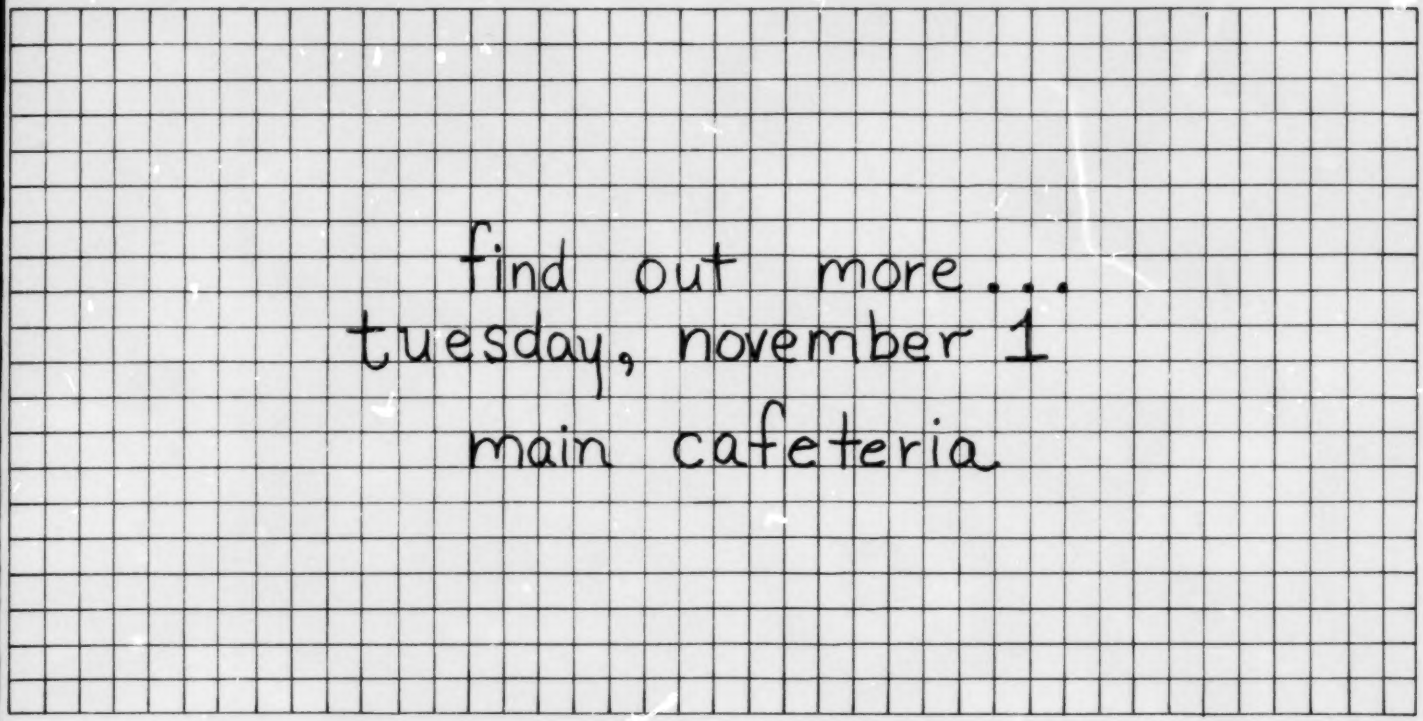
Day after the Fair

Announce winners of the door prizes

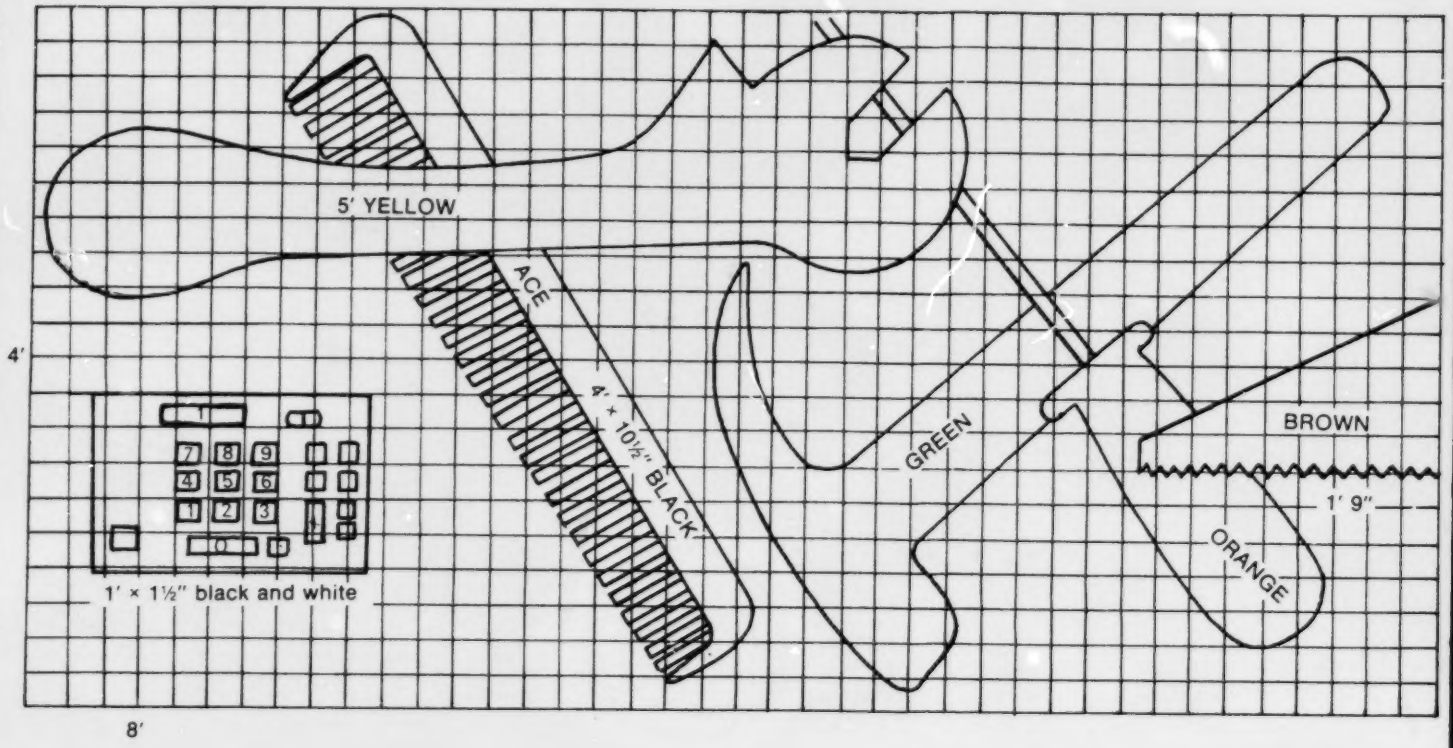
VOCATIONAL EDUCATION BULLETIN BOARDS[8]

PURPOSE:	To advertise vocational education within your school.
SPONSOR:	Anyone on school staff
TIME:	It will take approximately two hours to complete the two bulletin boards illustrated on the following pages.
SPECIAL MATERIALS:	Described on each bulletin board

[8]Ibid, pp. 16-18.



use all lower case black letters, 3" or 4" tall



BACKGROUND: 2½ yds. RED (PREFERABLY VINYL)
PAPER NEEDED FOR MAKING TOOLS
3 yds. BLACK
1 yds. WHITE
2 yds. YELLOW
2 yds. GREEN
2 yds. BROWN
2 yds. ORANGE
4" WHITE LETTERS FOR COMB

AUDITORIUM PROGRAM[9]

PURPOSE: To inform large numbers of females students of high school and post-high school job training opportunities available to them in traditionally male fields.

SPONSOR: Counselor, Vocational Education Department

TIME: Approximately one class period

PLACE: Large acoustically-sound room (usually the school auditorium)

SPECIAL MATERIAL: Vocational Education Brochure; Program flyer

SPECIAL EQUIPMENT: Public Address System

METHODOLOGY:

1. Working with the school principal and/or school calendar committee, set the time and date for the program.
2. Draw up a list of speakers who would be beneficial to the program. Experience has proven that the following persons are extremely good speakers:
   a. Girls already enrolled in traditionally male vocational programs. These girls can reflect on their own experiences.
   b. Women employed in traditionally male jobs. These women can give the female students first-hand knowledge about such careers.
   c. Operators of apprenticeship programs. These people can explain their programs to the students and can give them information concerning enrollment.
   d. Employers who are trying to hire women with training in traditionally male job fields. Employers are qualified to inform the female student of the job/career potentials in many areas.
   e. Vocational counselors or whoever is responsible for enrolling students in the various vocational programs. This person can tell the students what courses are available and how to apply for enrollment in these courses.

   Assuming a 60-minute program, speakers should be given enough time to still allow at least 10 minutes for student questions. All questions should be held until after all of the speakers have made their presentations.
3. Locate and secure speakers for the program. Most employers will provide you with the speakers you request without a fee and at no loss of pay to the employee. It is advisable to work with the company's Personnel Office, Affirmative Action or EEO officers or the Public Relations Department when securing speakers. Send out letters of confirmation to each speaker and company. The letter should include the date and time they are to appear, a map to get them to the school, and directions for getting to the auditorium.
4. Mimeograph a brief flyer to be passed out to each student as she enters the program. This one-page document should include the title of the auditorium program, the date and an annotated list of speakers.

[9]Ibid, pp. 19-21.

5. One week prior to the program, send out notices informing all teachers that on the assigned date and time, sophomore (or whatever grade level[s]) girls will attend an auditorium program. Briefly explain the purpose of the program and give the name and room number of the person sponsoring the program. In this way, teachers can plan ahead for the program and will have a contact person to work with should they have any questions.

6. Make sure the program is held in the best available facility. Have the program wherever the acoustics are best. Auditoriums are not necessarily the best place for such a program. It may be that the school cafeteria has better acoustics.

7. Make sure you have an adequate public address system. A faulty P.A. system can ruin an otherwise excellent program. If the students can't hear the speakers, the program is pointless. Be sure to reserve the use of the P.A. system and to learn how to use it well in advance of the program.

8. Obtain copies of a brochure that describes the vocational programs available to the students. Have enough copies to hand out one to each student before the start of the program. If you do not already have such a brochure, it would be extremely beneficial to develop one at this time. (Detailed instructions for developing such a brochure are included on page 7 of this manual.)

TIME SCHEDULE:

4 weeks before

Clear date for program with principal
Draw up list of students to attend program
Make a list of potential speakers

3 weeks before

Reserve auditorium or adequate facility for the program
Reserve public address system
Arrange for program speakers

2 weeks before

Send out letters of confirmation to program speakers
Mimeograph one-page flyer
Gather needed brochures for distribution
Test out the public address system
Test acoustics of room in which program is to take place

1 week before

Send out notices to all teachers
Arrange for several students to pass out flyers and brochures to students as they enter
Contact by phone each speaker to remind him/her of his/her commitment
Arrange to have several teachers to monitor the program
Make sure you have an adequate supply of brochures and flyers

Day before the Program

Set up public address system
Double check facility
Set up area for speakers

Send permits to student helpers so they will be ready to pass out materials to students as they arrive
Send out notices explaining when students should be sent to the program

Day of the Program

Check P.A. system
Bring brochures and flyers to auditorium
Announce pertinent details of the program during the regular morning announcements
Meet with student ushers just prior to the program and explain their duties to them
Greet the speakers

COMMUNITY

Take advantage of opportunities to inform the community and to involve them.

- Remember that all vocational students are photogenic and that pioneering ones are irresistable
- Invite features editor and photographer to visit mixed classes.
- Contact TV and radio reporters and invite them to visit.
- Provide guests for interview shows.
- Provide faculty and/or students as speakers for civic, church, neighborhood and other organizations.[10]

Consider also:

- Introductory letters
- Frequent press releases
- Documentary films and filmstrips
- Bumper stickers
- Information handouts
- PTA programs
- Youth organizations[11]

The following pages include information for writing articles, using radio and TV, planning posters and bulletin boards, arranging a booth, placing publications, building a window display, participating in a parade and using drama. In addition, you may wish to take a workship to the community or to bring the ocmmunity to a nontraditional open house. Some suggestions are given for such an activity.

[10]Smith, p. 77.

[11]Louise Vetter, Carolyn Burkhardt and Judith Sechler, **Guide for Vocational Education Sex Equity Personnel** (Columbus, Ohio: The National Center for Research in Vocational Education, Ohio State University, 1978), pp. 72-73.

WRITING

News Articles

Straight talk

Fact stories

Action articles

Quote stories

Feature Articles

How to do

What to do

How they did it

Fact writing

Professional Magazines

New ideas for better vocational agriculture

Shop talk

Interpretative articles

Information found on pages 24 to 31 have been adapted from:

Emil S. McCarty et al., **Public Relations for Teachers of Vocational Agriculture** (State College, MS: Agricultural Education Department, Mississippi State University, 1960).

Three rules for writing

1. Revise
2. Revise
3. Revise

--Mark Twain

It is reported that Will Rogers once said that all he knew was what he read in the paper. Such an observation has a significant meaning to vocational educators who plan to conduct extensive public relations activities. Many people rely on the newspaper for their information. So many, in fact, that the observation has been passed that there is magic in the printed word.

It is true that writers are born. It is not true that they are born as writers. They had to learn to write. You can learn to write just as they learned to write. The best way to learn to write is to write and then re-write. The best do that.

A good start in beginning to learn to write is to study the publication for which you plan to write. In short, learn for whom you are writing.

Local papers tend to use local news. Local people like to see and read about their friends and neighbors, and people generally like to see their names in the paper.

Larger daily papers tend to use national and international news, but these papers also carry local news for good reasons. First, most of their readers are local people. Second, most of the people that will respond to their advertisements are local people. Do not hesitate to send them copies of your news dispatches.

When writing your article **DO**:

1. Give the reader timely, helpful information.
2. Keep it original.
3. Sprinkle it with names.
4. Develop a friendly style and stick to it.
5. Use everyday words. Avoid cliches.
6. Get rid of excess words. Adjectives and adverbs just load your message down. Use live action verbs. "John **moved** across the room" will not carry the same message as "John **ran** across the room."
7. Use short sentences, leaving out clauses and phrases as much as possible.
8. Short paragraphs are best.
9. Write to express something rather than to impress someone. If you express it adequately the reader will be impressed.
10. Stick to facts.
11. Tell only one story per article. People read in a hurry. They are not going to take time to "figure it out."

12. Respect people you write about. Do not tell about an experience when it reflects bad judgement, and do not quote a person without permission.
13. Explain technical terms.
14. Keep articles brief and to the point. "File 13" is reserved in many newspaper offices for those who write too much on the subject.
15. Give your writing a little variety. Use different types of leads. Develop the story in different ways. Slant it toward a particular public, and then slant it toward a still different public.
16. Take care with spelling.
17. Get the copy to the paper on time.
18. Use present tense and voice.

See Appendix A for Samples of news articles.

Vocational Educators live with the type of feature stories that the public needs. It is natural for you to write such articles. Such articles can enhance your program and enlighten the public.

Pictures can help tell your story. These nine suggestions may aid you in developing a good picture story.

1. Plan the subject matter. Know the point - or points - you want to illustrate. Then make a good picture, or as many pictures as necessary to illustrate the points(s).
2. Keep the picture simple. Avoid unnecessary clutter. You do not need a picture of the well to show a picture of a boy washing the forthcoming grand champion baby beef.
3. Take close-ups unless you are going after the scenery. Scenic shots lack detail to catch the viewer's eye.
4. Have your subject doing something besides looking like a tree full of owls. Leave the mug shots to the mug shot business and the FBI. Make the people do something that illustrates what is going on.
5. Watch the background. An object that has nothing to do with the story you are trying to photograph adds confusion. Keep the background simple and free from distracting influences.
6. If you are aiming toward magazines, submit only 8" × 10" glossies.
7. Write a detailed caption. Give all the facts - names, what is going on and why it is going on. Glue it to the bottom of the picture from the back side. Fold it back over the picture side. Write your name and address on back of picture in pencil.
8. Mail them in a large brown envelope with cardboard to resist bending. Write PHOTOGRAPHS - DO NOT FOLD on both sides of the envelope.
9. Save your negatives in a safe place such as in an envelope in a file.

A Model Page to Indicate Mechanics for Press Release

(Release Date Here)

Your Name Here

Title
Your School
Address
Telephone Number

Your information should be typed, double spaced, on 8½ × 11 inch paper. Allow at least one-inch margins on the side and across the bottom.

Identify the copy as indicated in the upper left corner of the page. Give the release date in the upper right corner. For immediate release put "for immediate release." For publication on a certain date put "for release on (month) (date) (year)."

Start the body of your article near center of the page. Never allow less space than is shown here. The editor will use it to write in the headline. He/She prefers to write it. Give only a one-word title.

Sometimes articles require more than one page. When it runs over a page, write "more" in the bottom margin. Continue to write "more" at the bottom of each succeeding page until it ends. At the end write "end" or "30" or "###". It will be worthwhile to number pages if the article is several pages long. You might want to state "Page 1 of 3."

This form can also be used for submitting magazine articles.

Mail it flat when possible. Otherwise, fold in thirds from the bottom.

See Appendix B for sample news release.

Radio

There is opportunity in radio. It is a good place to be heard and not seen and a good way to communicate with the public.

Start planning for radio broadcasts by observing these things:

1. People do not want to be "educated." You will have to do something to catch and hold their interest.
2. If you are talking solo, plan to use three topics in a five minute broadcast. (You will average reading half a page of double-spaced copy in one minute.) If you are interviewing someone, concentrate on one subject.
3. Keep it timely - or even a little ahead of "timely."
4. Adapt subject matter to problems and to a language that people understand.
5. Be yourself. Talk just as you talk everyday and be natural.
6. Know your way around the studio so that you can be at ease.
7. Make your words live with plenty of active verbs.
8. Be **honest** and **sincere**.
9. Make a point - even the shoelace needs one.
10. Create a desire for more information; do not try to tell everything.

Television

Bear in mind that few people watch TV for educational purposes. They watch it for entertainment and for information.

Keep in mind also that they are accustomed to seeing and hearing things at the same time. Things they see and hear are active in nature, so action is a must for an effective TV show.

Television takes careful planning and planning takes time. Keep these questions in mind as you prepare your TV show:

Is it important?
Is it simple?
Does it have appeal, interest, variety?
Does it have action and motion?
Does it permit self-identification?

Plan ahead for your visual presentation. Remember that the big opportunity which television offers is that of **showing**. There are many possibilities when telling your story with visuals, including:

1. Materials or objects about which you will be talking or models of the real thing.
2. Motion pictures.
3. Charts, graphs, maps or posters.
4. Photographs (Note: Do not use prints made on glossy paper. Matte finishes are better).
5. Slides and filmstrips.
6. Magnet board or flannel board.
7. Chalkboard.

You can get some help in preparing and using visuals. The program director of the station will offer assistance and locally your art teacher or photographer can help you.

EVALUATION

FLOATS

NEWSLETTERS

OPEN
HOUSE

LETTERS

SPEECHES

PAGENTS

PLAY

BULLETIN
BOARDS

TELEPHONE

ANNUAL REPORTS

POSTERS

BOOTHS

FFA
PUBLICATIONS

WINDOW
DISPLAYS

Bulletin Boards

Bulletin boards placed in businesses in the community can be an effective technique. A store in the country, a bank in town, or any place where people tend to gather will be a good place to maintain a bulletin board.

Newspaper clippings, student projects, fact sheets, laws and grievance procedures, magazine clippings, "success stories," and photographs of local interest can be displayed.

Have one permanent message on the board. Let people know who is maintaining the service.

Posters

The objective of a poster is to make people **stop, read,** and **remember.**

A good poster

- Attracts attention from the passer-by.
- Focuses attention on a single idea.
- Prompts the individual to take action.

Correct lettering is probably the most important factor in making a good poster. Use capitals only to emphasize or to give variety. Use plain letters only unless fancy letters are needed for variety or emphasis.

The size of the words is determined by the size of the poster. For example, on a 22 × 23 inch poster, the largest letters should be about 3½ inches high and 2 inches wide, with the smallest letters about ½ inch high. Make letters within words relatively close together, but leave considerably more space between words. See Appendix C for sample poster.

Informing the Public With a Booth

An eye catching booth may reach people you might otherwise miss. To be effective it must catch their attention, tell a story quickly, and make them want to take action.

Booth planning pointers include:

1. The general appearance should be neat and well-balanced with effective lighting.
2. The theme should suggest action.
3. Eye level is the best reading height, so the center of interest should be near there. People are not likely to see below two feet from the floor. Normal eye paths are from left to right.
4. Neutrals are safe for color harmony. Avoid too much black and white. Color combinations that can be read easily at a distance are dark blue on white, black on yellow, and green on white. Light colors make the booth seem larger; dark ones, smaller.
5. Make use of photos--8" × 10" or larger with a matte finish. Layer photos can be made into cut-outs. Colored slides projected on groundglass are very effective.

Publications in Public Places

Vocational education material emphasizing sex equity should be placed and maintained in places such as barber shops, beauty shops, and doctors' offices. The people who come to such places have time to read.

Building a Window Display

Window displays can be an important tool in the public relations kit. Some suggestions for planning include:

- Plan well in advance. Determine location, window dimensions, kind of lighting, availability date of the window, and date when display must be removed.
- Build a scale model. Plan on paper to eliminate crowding and confusing of elements.
- Consider bright colors, unusual lighting, animation, sounds, and live demonstrations.
- Make a slide or picture of the display.
- Thank the store owner for the use of the window(s).

Floats

Everyone loves a parade. Choose a slogan, plan for human interest, construct a float, and join a parade.

Pageants, Plays and Skits

Drama can be used effectively in assembly programs, at civic club meetings and at other community affairs. It makes use of local talent and can lend variety to the public relations program.

Information found on pages 24 to 31 have been adapted from:

Emil S. McCarty et al., **Public Relations for Teachers of Vocational Agriculture** (State College, MS: Agricultural Education Department, Mississippi State University, 1960).

Workshop or Open House[12]

Take a workshop to the community by sending speakers to various community groups or **bring** the community to the school by sponsoring a "Nontraditional" Open House. Such a plan can be sponsored by vocational education department members and school administrators. A suggested procedure follows.

1. Establish a cadre of speakers to serve as resource speakers to various community organizations.
2. Identify various community groups, i.e.:

   PTA's
   churches
   schools
   business organizations
   advisory groups
   fraternal organizations
   unions
   community associations

3. Advertise availability of cadre.

   Note: Certain speakers may be more effective with particular groups or organizations and should be identified. Also, special attention should be given to groups with specific ethnic and/or cultural interests.

4. Print handouts for participants; prepare overhead transparencies.
5. Distribute handouts to participants as they enter the presentation room.

[12]Hawaii, p. 45.

THE USE OF THE ADVISORY COUNCIL*

The system of public education is a cooperative and coordinated effort with the educators aware of the needs of the community and the public informed about educational opportunities.

Vocational education must have close cooperation with the community, and the use of the advisory council is an efficient method of working together. The purpose of the advisory council is to formulate, to recommend, and to evaluate policies and progress as they relate to the tasks established for the council. The council members represent specialists in their fields and they know the needs of the community. Their contribution to a sex equity public relations program should not be overlooked.

Organization and Utilization of the Advisory Council

Since the advisory council will be representative of the total school service area, these individuals can lend support and promote sex equity both in the school and in the community.

The **General Advisory Council** assists in the development and maintenance of the entire vocational education program of a school. The members identify needs of individuals and the community, help assess labor market requirements, contribute to the establishment and maintenance of realistic and practical programs, participate in developing community understanding and support, aid in building the prestige of and respect for the entire vocational program, and are concerned with long-range goals. The Council may want to appoint a subcommittee to look specifically at the area of sex equity.

The **Program (Craft) Committee** serves one occupational area of the vocational department. The members assess programs according to local needs and suggest changes and additions for the curriculum and are concerned with the content and experiences involved in a specific occupation.

There are **Specific Ways the Advisory Council Can Aid** in the public relations program as it relates to equal access. The council can help by:

1. Representing vocational education in the school and community.
2. Making arrangements for speakers to explain the sex equity component of the local vocational programs to community organizations.
3. Encouraging community and school participation in special events such as open schools and award presentations, making sure that both boys and girls participate.
4. Providing news stories concerning vocational education programs to the local news media, especially the nontraditional student and worker.
5. Testifying in support of vocational education at meetings which may be called by local and state officials, boards, and legislative groups.
6. Participating in radio and television programs designed to promote sex equity in vocational education.
7. Advising employees and their families concerning vocational education programs of equal access through informatin on bulletin boards, news stories, in-company publications, and enclosures in pay envelopes.
8. Encouraging organizations and agencies to stimulate development of vocational students' work experience programs in nontraditional areas.

9. Building interest and understanding between the vocational department and community organizations.
10. Keeping the school informed of the reactions of the public to the vocational program and its activities.

*Adapted from: Steve A. Equall, **Handbook for Local Vocational Education Advisory Councils** (Lincoln, Nebraska: Nebraska Advisory Council for Vocational Education, n.d.), pp. 1, 2, 9-10.

For Further Information

A handbook, **Organization and Utilization of Advisory Groups in Vocational Education**, is available from the Mississippi Advisory Council on Vocational Education, P.O. Box 771, Jackson, Mississippi 39205. It includes information concerning duties, purposes and suggested membership of the council.

CONCLUSION

Through effective public relations programs, a reduction of sex-role stereotyping can be accomplished; and equality of opportunity in preparation, training, and employment can be realized.

In order for programs which promote sex equity to succeed, a broadbased effort for support is essential. Information must reach students, school personnel, parents, business and industry, community organizations, and the media.

An informed, motivated public is an active, progressive public.

APPENDICES

Former Student Honored

Wanda Huddleston, a graduate of South Jones High in Ellisville, completed welding training at Jones County Junior College in Ellisville in 1978. She now works for Thermo-Kool in Laurel and in 1979 was named one of their Employees of the Month.

Thermo-Kool designs and builds commercial refrigeration units and walk-in coolers. Huddleston is a machine operator in the sheet metal department.

According to her supervisor, Kenneth Boykin, Huddleston is one of the top people in the metal department. "Wanda is an excellent welder and she can operate most of the complex sheet metal equipment we have," he said.

Huddleston takes pride in her work at Thermo-Kool. "I enjoy being able to work at a job doing things normally considered a man's job," she said.

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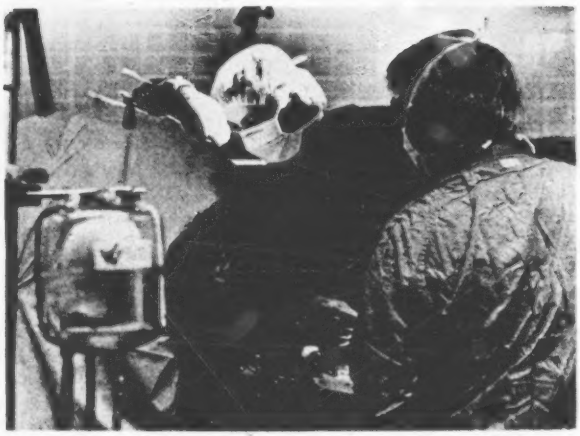
(Christy Hester, editor)

Mending Broken Hearts

"You walk into the room and it's strange because you don't know how you're going to react. You've been reading and studying and then this is it. You walk up to the table and for the first time, you're really nervous." Tommy Klauder, operating room technician at the Mississippi Heart Institute, St. Dominics Memorial Hospital, Jackson, was talking about his feelings the first time he went into surgery.

Klauder overcame his nervous feeling rapidly and has been working in cardiovascular surgery since graduating from Hinds Junior College in 1975. He enrolled in the operating room technician course offered in the vocational curriculum at Hinds through the Comprehensive Employment Training Act (CETA) program after being laid off of his job as an electrician's helper.

"I went to the employment agency to look for a job and found out about this vocational course. Being in surgery sounded so interesting. I decided to try it," he said.



OPEN-HEART SURGERY—An understanding of the procedure is necessary plus a knowledge of medical terms and anatomy.

PASSING THE INSTRUMENTS—The main responsibility of the job is passing the instruments and anticipating what the surgeon needs.

The 12-month course consists of one semester of classroom study and two semesters of on-the-job training with three days a week of clinical work and two days back in the classroom. The course was previously a nine-month course but was extended to a full year in August of 1977.

"We studied anatomy, and there were medical terms and operating procedures to learn. I was just an average student in school and I really had to study, but some things weren't as hard as I'd expected. You have to learn it. You're not pushed, but it's pretty well laid out for you," added Klauder.

"Many students dropped out after getting on the job. They just couldn't handle being in the operating room like they thought they could. But after a couple of months of training, most of us began to feel at ease."

The operating room technician course at Hinds Junior College is the oldest program of this type in the state. The course was first taught at University Medical Center, and in 1965 the program was begun at Hinds. The course is now offered at Itawamba Jr. College, Tupelo; Mississippi Gulf Coast Jr. College, Jefferson Davis Campus, Gulfport; and Meridian Jr. College, Meridian.

"Along with operating room techniques, anatomy and medical terms, we also teach micro-biology, legal aspects and behavioral psychology," said Catherine Middleton, operating room technician instructor at Hinds Jr. College.

The program has received full accreditation through the American Medical Association (AMA). Three evaluators sponsored by the Joint Review Committee on Education of the AMA made an on-sight evaluation of the program before it was accredited. "The review team was very favorable," said Mrs. Middleton. "They made no recommendations that anything be changed."

Since 1967 over 200 students have completed the program, and 75 percent of these graduates are still working as technicians or have gone on to become nurses or physician's assistants.

Klauder had the job at St. Dominic's lined up before he even finished his course. "I heard they needed a technician, so I interviewed and was able to start wook as soon as I graduated. I didn't think I'd have any trouble finding a job in this profession. I guess they'll always be doing surgery," he said.

"Open-heart is the most interesting surgery, I think," said Klauder. "I like valve replacement because you get to see the inside of the heart. I'm always trying to learn, and I ask questions for my benefit. I want to better educate myself so I will understand why certain procedures are performed."

The operating room technician is responsible for setting up the instruments, draping the patient, passing instruments to the doctor and cleaning and rewrapping the instruments.

"The main responsibility of the technician is passing the instruments," added Mrs. Middleton. "You must have an understanding of the procedures to know which instrument the surgeon needs."

"I don't know why you don't see more men in this field. There were about three enrolled in my class of about 30 students. Most of our operating room technicians here are female, but that hasn't been a problem. I'm pretty much one of the girls, sometimes, but I can't see why this would be a more female than male job," Klauder said.

Trish Duncan, head nurse in cardiovascular surgery at the Mississippi Heart Institute, added, "In the operating room our main concern is the patient, and it's strictly a professional atmosphere. Here there is no difference between a male and female technician. There's a job to be done, it's a team effort, and everyone must do their share."

"The course at Hinds is an excellent opportunity for anyone interested in working in surgery," said Klauder. "I would probably make more money doing something else, but I like my job, the hospital atmosphere and helping people. I made my best choice ever."

CHECKING THE SCHEDULE—Klauder has been working as an operating room technician at the Mississippi Heart Institute at St. Dominics since 1975.

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502-C Sillers building
Box 771
Jackson, Mississippi 39205

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Appendix B: **Sample News Release**

NEWS RELEASE

From: Name
Address
Telephone Number
Date

For Release To: Name of Newspaper

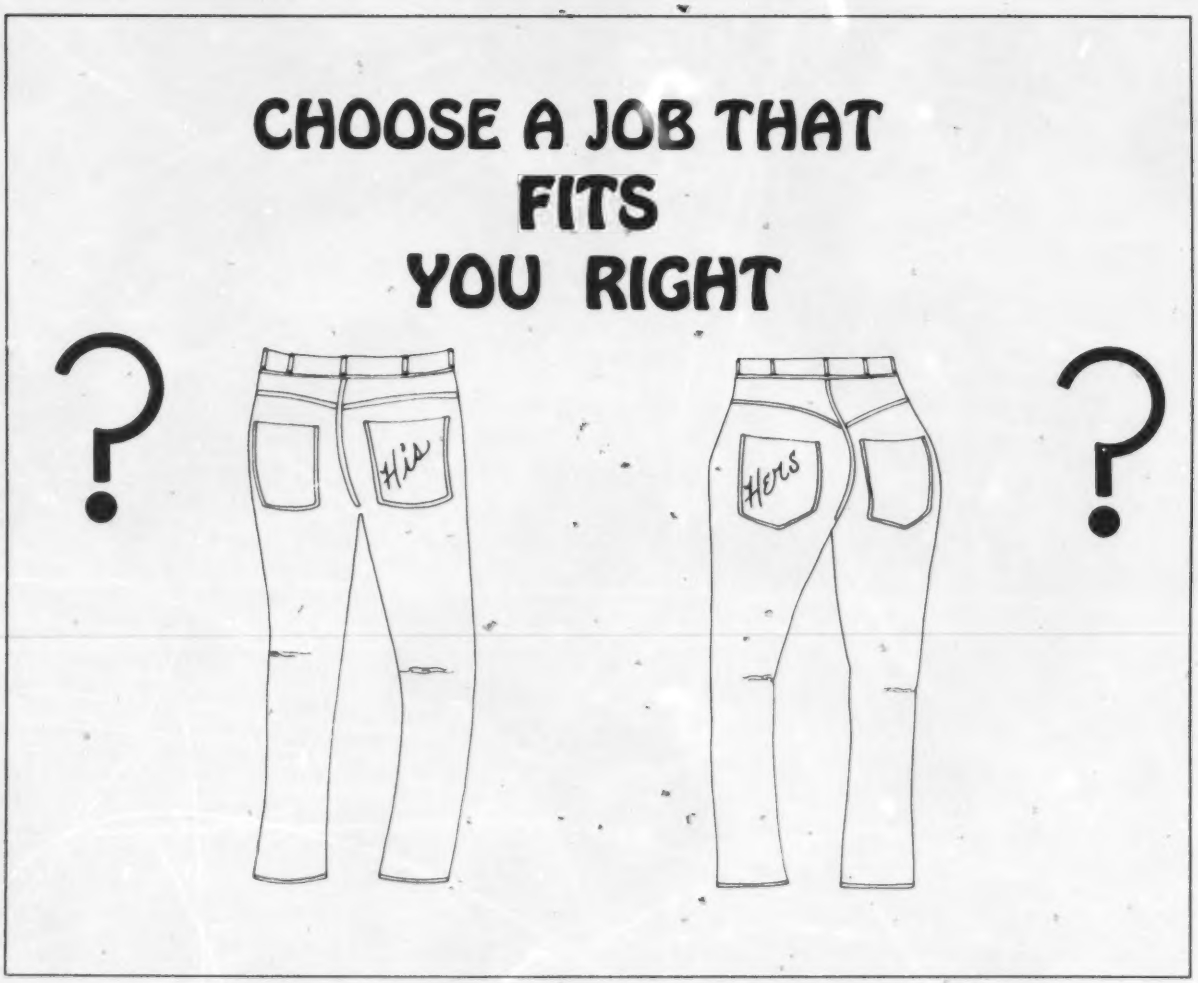
FOR IMMEDIATE RELEASE

_____, vocational guidance counselor at _____, attended a Sex Equity Summer Institute held **(date)** in **(name of town)**

Institute participants worked to develop strategies and techniques and to identify materials for use in expanding role options for both sexes. These materials will be used as a part of the local counseling program.

Other counselors attending were: **(List names of other participants)** .

The institute was sponsored by the Vocational-Technical Division of the State Department of Education.



Artwork by Bob Rowell
from an original drawing by Willie Hobbs,
Jones County Junior College,
Special Vocational Program

A full size poster can be found in the pocket inside the back cover.

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SAMPLE BROCHURES

SAMPLE

A Look at

Women in Technologies

Hudson Valley Community College

CHOICES, CHALLENGE, MONEY
TECHNOLOGY HAS IT ALL

Research and development is the first step toward a new product. Scientists must prove their theories by developing and testing samples of their material.

Often unexpected bonuses are realized from these tests. For example, some time ago a new putty was developed as a toy for children which was non-toxic, didn't stain, could bounce, stretch or reproduce a picture of a favorite cartoon character. Today as a result of further research, that material is being used to make artificial organ replacements.

The career opportunities mentioned here (and many more) are examples of technology as we live with it, work with it and benefit from it. It is unfortunate that in a society where 52% of the work force is female, only 20% of these women are employed in non-traditional occupations. (Non-traditional occupations are those occupations where less than 35% of the workers are of a particular sex.) The rest have followed stereotyped careers, many with low wages. Not only is there opportunity for more women in non-traditional careers, there is a NEED for them.

When you consider a career, think of a well-paying occupation, a challenge, a bright future---

consider a TECHNOLOGY!

JUST WHAT IS TECHNOLOGY?

We hear the word "technology", read of "technological advances" and reap the benefits of a technological society. Technology has provided us with microwave ovens, color television, easy care fabrics, pacemakers, artificial limbs and joints and trips to the moon. Technology is the art which makes science work. Technology is something we take for granted.

A dictionary definition of technology is "the system by which society provides its members with the things they need and desire." Yet, at a time when our "needs" and "desires" are increasing, the work force that develops our technology continues to be primarily male.

Men work with technology, yet we all use it and we all benefit from it. Technology affects each of our lives and it represents the new frontier just as the first cultivated farmlands, the first tools. Most of society's difficult and pressing problems - energy conservation; air, water and noise pollution; decaying cities; and a host of social, economic and technical problems - can only be solved through technology. Women have always been involved in solving society's problems and in helping disadvantaged groups. The technologies offer women new frontiers for these skills.

LOOK AHEAD!

There's an exciting future ahead of you. May we help you prepare for a career that will be challenging and fulfilling -- a career in the technologies.

Air Conditioning Technology
Automotive Technology
Automotive Mechanics
Chemical Technology
Civil Technology
Construction Technology
Electrical Technology
Electrical Construction and Maintenance
Environmental Technology
Industrial Technology
Machining Processes
Mechanical Technology
Refrigeration Mechanics

For more information about the degree programs, write to:

WOMEN IN TECHNOLOGIES
Hudson Valley Community College
80 Vandenburgh Avenue
Troy, New York 12180

Telephone: 1-518-283-1100

"Woman in Technologies" is supported through a grant approved by the Office of Occupational Education under the Vocational Education Amendments Act of 1976.

Design, testing and manufacturing, which follow successful research and development, offer career opportunities with challenge and upward mobility. To improve our economic position in the world market, American manufacturers must find better, faster and less expensive ways to make their product and still maintain or improve its quality.

A product cannot successfully be marketed without proper management and sales personnel. This field calls for creative people with communication and business skills, as well as a background in technology, to plan inventories, analyze future manufacturing forecasts and launch stimulating sales campaigns.

equal

vocational

education

SAMPLE

Project EVE has a box in the main office at Sam Houston High School, or you can mail this form to:

Project EVE / Sam Houston High School /.9400 Irvington / Houston, Texas 77022

PLEASE SEND ME MORE INFORMATION ABOUT EVE

Name _____

Address _____

Telephone _____

Home Room Teacher _____

Grade _____ School _____

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Air Conditioning and Refrigeration

An air conditioning and refrigeration mechanic installs, maintains, and repairs equipment and accessory units used for conditioning air and cooling water on customers' premises. This equipment ranges from small units to large central plant type systems. The refrigeration mechanic works in private homes, office buildings, stores, factories, hotels and restaurants. The job covers heating, cooling, and car air conditioning maintenance and repair and new installation of all kinds. There is great demand in Houston for air conditioning and refrigeration personnel. Air conditioning is now an accepted feature in stores, offices, public buildings, buses and airplanes as well as private homes and automobiles. Refrigeration is also important in the manufacture of drugs, medicines, high-test gasoline, and synthetic rubber.

Environmental Technology II
Plumbing and Piping Trades

Plumbers and pipefitters install pipe systems that carry water, steam, air or other liquids or gases needed for sanitation, industrial production or other uses. As students learn the basic skills and trade language of the plumbing profession, they prepare themselves for jobs in plumbing and many other related industries. The hourly rate for plumbers is among the highest in all the skilled trades. Employment opportunities for plumbers are expected to continue to increase rapidly in the future.

Environmental Technology III
Heating and Cooling

Successful completion of this course allows the student to obtain an entry level job in the heating and cooling industry. Students receive actual experience in the course by going out under the teacher's supervision and fixing large heating and air conditioning units and installing these units in homes and businesses. The warm climate of Houston assures many job opportunities in this field.

Single, married, divorced, widowed;
with children, without children;
IT DOESN'T MATTER.

What does matter is that today 45 percent of all women over age 16 are working. That means 35 million women are working, and they are working an average of 20 years. *Nine out of ten high school girls will work at some time in their lives.* The statistics are overwhelming . . .

You will be a part of the work force. You will work because you need to support yourself and/or to help support your family.

Even though women today have many different occupations from which to choose, they are concentrated in a very few areas. The vast majority of jobs in these areas are extremely low paying and offer few chances for advancement. Consequently, the average woman worker earns less than $6,000, while the average man earns over $10,000 per year. Because of tradition and lack of information very few women are seeking employment in areas that offer higher pay-skilled,technical,and crafts jobs. Beginning salaries in these jobs range from $3.50 to $4.50 per hour. Raises are frequent and regular, and fringe benefits are good.

This all points to the need for adequate job training for women. *With proper training, today's females are capable of performing the same skilled tasks that have been reserved for males in the past.* There are plenty of job opportunities in the Houston area for the skilled worker--male and female.

This training is available to all high school students through *vocational education.* Vocational education courses prepare students for jobs in industry. All vocational programs are open to qualified students---male and female.

In this brochure there are listed several vocational programs offered at Sam Houston High School that have long been considered off-limits to females. Today they are open to all females. They provide the training necessary to qualify for a well-paying job.

After all,if you are going to work for twenty years, why not have a really interesting and well-paying job?

There are many other technical and skilled vocational programs offered at other high schools within the Houston Independent School District. These should also be considered by girls who are looking for job training for high paying career opportunities. Some of these courses include Appliance Repair, Data Processing, Drafting, Bricklaying, Printing Trades, Small Engine Repair, Mill and Cabinet Work, Painting and Decorating, and Automotive Body Repair and Painting.

Another way to get job training in skilled and technical areas is through ICT-Industrial Cooperative Training. ICT is a joint venture of local businesses and industries with the school for the purpose of offering training in an occupation best suited to the student's needs. The program offers the student the chance for occupational training under actual working conditions. Students start at the minimum wage, and wages after graduation depend on the field. The demand for skilled people in the labor market continues to far exceed supply, and many job opportunities are available. There are over 100 occupational areas in ICT. A few examples include Radio Control Room Technician, Architectural Drafting, Furniture Repair, Patternmaker, X-ray Technician, and Construction Trades. There are, of course, many others.

* * * * * * *

We are anxious to answer your questions and discuss opportunities for you through *equal vocational education.*

Your counselor will be glad to provide you with further information,or fill out the form on the back of this pamphlet.

At Sam Houston High School, come by the Vocational Counselor's office and meet with the *EVE* staff, Jane Lerner and Fredell Bergstrom.

equal vocational education

Automobile Mechanics

The student in auto mechanics is trained to service and repair the mechanical, electrical and body parts of passenger cars, trucks, buses, and other types of gasoline powered equipment. Through inspections and tests the student determines the cause of faulty operation and then repairs or replaces the defective parts in order to restore the vehicle to proper operating condition. Opportunities for automobile mechanics are expected to increase rapidly during the remainder of the decade and beyond. Increased automobile usage will result from vast increases in population, new families, consumer buying power, and multicar ownership.

Vocational Metals

Vocational metals is a course designed to teach the basic fundamentals of machine shop practices. The skills acquired in this program include using machine tools for drilling and boring, turning, milling, grinding, and forging. Students also learn electric and oxy-acetylene welding and sheet metal work. Machine shop work prepares students for many different careers--the machine operator, tool and die maker, welder, sheet metal worker, etc. There are shortages of trained people in many of these areas today, and job opportunities are expanding.

Radio and Television Repair

The radio and television repair course is designed to train the student to become proficient in the field of radio and television receiver servicing. Students not only learn theory and skills necessary for analyzing problems and repairing the various sections of radio/television receivers, but also learn installing and servicing auto radios, customer and shop owner relations, and setting up a small business. Many experts predict that the current supply of trained radio/television service personnel cannot meet the huge demand within the forseeable future. Therefore, the prospects for qualified persons in radio and television repair have never been brighter nor the opportunities greater. Graduates of the program are qualified for many electronic trainee jobs.

POSTER

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CHOOSE A JOB FITS YOU RIGHT

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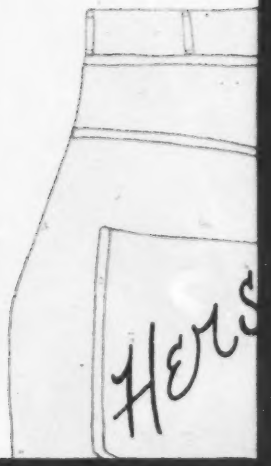

THAT

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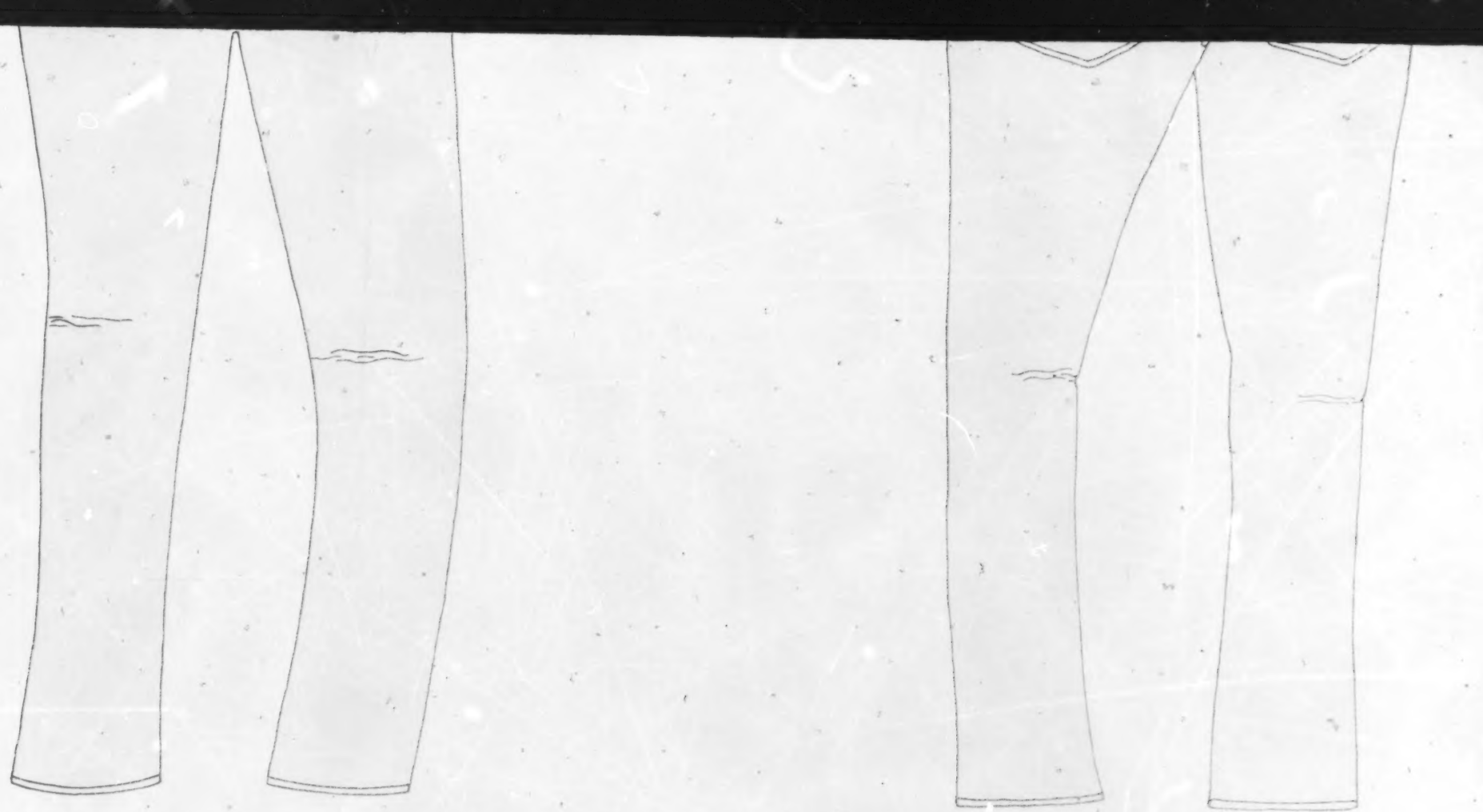

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